



Report on Artisanal Mining Cooperatives Training Program

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1. Introduction:

As a fundamental building block of the Integrated Diamond Management Program (IDM) the mining cooperatives are expected to play a key role in the future of Sierra Leone's diamond industry. As there is little history of artisanal diamond mining cooperatives in the country at the digger-level and since individual gain drives many participants in the mining fields today, work must be done to ensure that individuals are well prepared to be constructive mining cooperative members. Some key aspects of attitudes and awareness that need to be developed include the following:

1. Understanding how cooperatives function and each individual's role in their success.
2. Understanding how the main components of the Integrated Diamond Management Program function e.g., financing, earth to export, and selling production.
3. Appreciating the importance of success of this venture to the future of the Kono people and the security of Sierra Leone.
4. Consideration of what success in a cooperative would look like.
5. The importance of being one's "brother's keeper."
6. Very basic issues of working with a bank account and very basic personal financial management to assist members to use winnings wisely from a family perspective.
7. Understanding the different percentages of profit assigned to different positions and the rationale behind them.
8. Application of the YRTEP literacy and numeracy training.
9. A template, or trained individual to help develop additional curricula as the season wears on for such items as child mining, HIV/AIDS, sex workers, health care, education for children, etc.

1.1 Scope of Work for Mining Cooperatives Consultant

The consultant, Dr. Gloria Fauth, was to spend approximately two weeks in Kono to accomplish the following:

- **Preparation of training module for mining cooperative training.** Curricula were to be drafted prior to Dr. Fauth's arrival in Sierra Leone.
 - Dr. Fauth was to work with the Technical Director and the Team Leader to understand the broad objectives and requirements of the training.

- Based on discussions with them, Dr. Fauth was to provide practical advice regarding implementation, such as the number of Master Trainers required, anticipated costs based on past experience and identify the individuals best suited to provide the training.
 - Dr. Fauth was to meet with Mr. Jeffrey Davidson of the World Bank's CASM (Communities and Artisanal and Small-Scale Mining) project to integrate technical aspects of mining cooperative management into the training.
- **Training of Master Trainers to Train Mining Cooperatives.** Dr. Fauth was to train selected Master Trainers in the curriculum, adapting it as required.
- **Applying the Cooperative Training.** Dr. Fauth was to work together with the Master Trainers to implement the training with at least one cooperative during her stay. This was to provide additional training to the Master Trainers and ensure the quality of future training.

1.2 Pre-Departure Work

On June 23, 2004, Dr. Fauth met with Mr. Jeffrey Davidson at the World Bank. Two of Mr. Davidson's co-workers, who were from Sierra Leone, joined in the discussion. Mr. Davidson stressed the importance of establishing trust among the cooperative members. Cultural aspects of Sierra Leone as a post-conflict state were discussed. Mr. Davidson shared some papers he had written on mining cooperatives which were very helpful in understanding the management requirements for mining cooperatives.

Dr. Fauth subsequently designed a preliminary training design and schedule for the three-day training and submitted it for feedback and comments to Mr. Mark Renzi, Technical Director and Mr. Paul Temple, Team Leader. Following their feedback, Dr. Fauth made some revisions to the preliminary schedule and design. It was originally planned to have the cooperatives work in groups of 25 at 4 training sites with 4 teams of 2-3 Master Trainers per team. One of the MTs would be a Kono speaker.

1.3 Field Work

Dr. Fauth arrived in Sierra Leone on July 12, 2004 and traveled to Kono the following day. She met with Mr. Temple on 14 July to finalize the training schedule and arrange for the Master Trainers arrival. Ms. Kate Blacklock also arrived on 12 July and stepped easily into the task of assisting with the training design, the Training of Trainers and supervision the initial offerings of the course.

As it was not possible to secure 4 training sites in Kono as the more remote areas simply did not have more than one suitable site, it was decided to have the cooperatives meet as a whole which meant that the groups would be large, 50 people. The ten MTs (Alie B. Sesay, Charles H. Kalawa, Kadiatu Turay, Abie Kamanda (Kono), Aiah Y. Arouna (Kono), Mohamed L. Charm, Ahmid Thoronka, Joseph Winneba, Samuel Ndomaina (Kono), and Edmond Morsay (Kono) were divided into two teams of 5 each with at least one Kono speaker on each team. For the training sessions participants were placed in groups of 8 or 9. These groups remained the same for the three days in order to increase the ease of participation and to provide a home base.

Dr. Fauth met with the MTs for three days, July 15-17 to introduce them to the preliminary training design, get their suggestions integrated into the design, work out all of the necessary details, secure training materials and practice/refine the sessions. The final training design is attached as Annex 1. The objectives were presented as:

- Recognize the individual contributions of each member to the success of the cooperative
- Identify the factors that build a successful cooperative such as trust, transparency, accountability, cooperation and equity.
- Identify the responsibilities of the cooperative to its members and of the members to the cooperative.

Dr. Fauth was present in Koidu for the training of two cooperatives and Ms. Blacklock was present for two cooperatives the first six days and for all of the sessions held the following six days. Staff debriefed each day with either Dr. Fauth or Ms. Blacklock. These sessions resulted in minor changes in the time schedule and some clarification as to the purpose of the planned activities. Annex 2 contains the schedule for the training teams for the first fourteen cooperatives.

The cooperatives proved to be very different from one another. Of the first six groups only one could be considered strictly a mining cooperative. The other five were organized as cooperatives but had a much more diversified agenda, including some mining but also farming, health, child-care and education as a major part of their activities. They were in different stages of development, ranging from groups that had over a year's history to those which were just established. The literacy level was also very varied. One or two of the groups had about 70% of the members with functional literacy and others had barely 25% functionally literate members. The illiteracy among the female members was significantly higher than among the males. The majority of the members were quite young, male and enthusiastic about participating in the training. In one group, on the first day of training, it was necessary to send several

individuals home as they were either under 18 years old or because they were not officially members but were representing" another cooperative member.

The training design proved to be appropriate and worked very well. The sessions on bye-laws/rules and policies evoked some spirited discussion and led to agreements that the team should provide guidance for the cooperatives during the formative stages of their activities. The provision for inclusion of the less literate members by having several activities in which they drew their ideas was an excellent strategy to ensure that all were able to be actively involved. The action planning activity proved to be an excellent one and participants commented frequently that this was a very valuable session. It was clear that all participants got involved in the action planning and even those who could not read made significant contributions to developing the plan.

At the end of each cooperative's training the small groups of eight each completed a short evaluation. The comments are included as Annex 3. Participants were able to be specific about what they had learned and had a good idea as to how they would apply this new knowledge or skill.

At the end of the first day, using a system of colored beads, participants were asked to indicate by voting what topics they would like to see covered should follow-up training be available. Some topics were suggested, building on the previous work done in YRTEP and NB. Participants were asked to list any other topics they would like to have presented. The results of the first six sessions follow in order of priority as established by the vote:

1. Democracy and Governance
2. Leadership
3. Buying/Selling Stones
4. Communication Skills
5. Time Management
6. Human rights
7. Farming (1 cooperative accounts for all these votes)
8. Decision Making
9. Prospecting
10. Managing Conflict
11. Literacy
12. Small Stones Training
13. Managing the Difficult Child (1 cooperative accounts for all these votes)
14. Personality Style

2. Recommendations for Conducting Follow-Up Training

As there are approximately one thousand members of the Kono cooperatives who would be participating in the proposed follow-on training, for a proposed period of twelve weeks, a formidable task is faced.

While literacy training is clearly indicated such training requires at least one year of twice weekly contact in order to bring semi-literate or completely illiterate adults to a state of functional literacy. Thus, given the current situation (time, available funds, and participant base) it appears to be very difficult to attempt this training in Kono at this time. It could be offered if the literacy/numeracy training were the only program that would be presented. It would require that participant groups of 20 meet with the two MTs assigned to lead the group twice a week for one year. It would be possible to establish four to six such literacy groups in the Kono area. This would be costly as the MTs would have to be paid a daily fee, housing provided, food and transport for a one year period. Perhaps some MTs would be willing to relocate to Kono for one year but that has not been discussed with them. The four Kono-based MTs are not the best qualified to carry on the literacy instruction and while their skills could be bolstered by having them attend the two-week residential training designed and implemented by ActionAid that training also comes at a significant cost.

The chart on the following page suggests a possible approach to the implementation of the follow-on training. It provides the opportunity for 240 participants to enroll in each of the training modules for each offering (assuming a 14-week program) for a total of 1680 participants, or assuming a 16-week program a total of 1920 participants. The list of topics covered is based on the preliminary feedback from the first six groups and may need to be revised as more data become available. The modules listed are those used in the YRTEP, NB or Leadership Training programs and can be easily adapted to this time frame. Each session would be held for 4 hours and scheduled either in the morning for the one offering and in the afternoon for the other offering making it possible to accommodate individual preferences as to time and availability. If only 12 weeks of training could be provided then it is suggested that the module on time management be dropped.

Enrollment would be on a first-come, first-serve basis preceded by an information campaign to inform cooperative members of what modules were available to them. As not all participants would wish to take part in all of the follow-on modules this provides the opportunity for a majority of them to participate in the modules of most interest to them.

It should be noted that the more technical aspects of the mining industry listed by participants, e.g., small stones training, buying and selling stones, prospecting

etc. have not been included here as these can be provided by other agencies, namely the Ministries involved and in the case of small stones training possibly by a member of the PDA Executive Committee. Added to the list and constituting an additional week of training is a module that would be critical to include, a session on how the main components of the of the Integrated Diamond Management Program function e.g., financing, earth to export, and selling production. This was not included in the current training as the cooperatives were in very early stages of becoming organized and were not ready to manage this information productively at this time. An introduction to very basic personal financial management is included in the Who Am I? Module and a session on business skills for cooperative management is scheduled to be conducted by the Ministry of Trade and Industry.

Week	Topic	Topic	Topic	Topic	Number Served	Staff Requirements
1	Who Am I? 30 participants	Who Am I? 30 participants	Who Am I? 30 participants	Who Am I? 30 participants	120	8 MTs and materials
2	Who Am I? 30 participants	Who Am I? 30 participants	Who Am I? 30 participants	Who Am I? 30 participants	120	8 MTs and materials
3	Communication 30 participants	Communication 30 participants	Communication 30 participants	Communication 30 participants	120	8 MTs and materials
4	Communication 30 participants	Communication 30 participants	Communication 30 participants	Communication 30 participants	120	8 MTs and materials
5	Group Decision Making 30 participants	Group Decision Making 30 participants	Group Decision Making 30 participants	Group Decision Making 30 participants	120	8 MTs and materials
6	Group Decision Making 30 participants	Group Decision Making 30 participants	Group Decision Making 30 participants	Group Decision Making 30 participants	120	8 MTs and materials
7	Democracy & Governance 30 participants	Democracy & Governance 30 participants	Democracy & Governance 30 participants	Democracy & Governance 30 participants	120	8 MTs and materials
8	Democracy & Governance 30 participants	Democracy & Governance 30 participants	Democracy & Governance 30 participants	Democracy & Governance 30 participants	120	8 MTs and materials
9	Leadership 30 participants	Leadership 30 participants	Leadership 30 participants	Leadership 30 participants	120	8 MTs and materials
10	Leadership 30 participants	Leadership 30 participants	Leadership 30 participants	Leadership 30 participants	120	8 MTs and materials
11	Conflict Mgt. 30 participants	Conflict Mgt. 30 participants	Conflict Mgt. 30 participants	Conflict Mgt. 30 participants	120	8 MTs and materials
12	Conflict Mgt. 30 participants	Conflict Mgt. 30 participants	Conflict Mgt. 30 participants	Conflict Mgt. 30 participants	120	8 MTs and materials
13	Time Mgt. 30 participants	Time Mgt. 30 participants	Time Mgt. 30 participants	Time Mgt. 30 participants	120	8 MTs and materials
14	Time Mgt. 30 participants	Time Mgt. 30 participants	Time Mgt. 30 participants	Time Mgt. 30 participants	120	8 MTs and materials
TOTAL					1680	
15*	IDM Functioning 30 participants	IDM Functioning 30 participants	IDM Functioning 30 participants	IDM Functioning 30 participants	120	8 MTs and materials
16*	IDM Functioning 30 participants	IDM Functioning 30 participants	IDM Functioning 30 participants	IDM Functioning 30 participants	120	8 MTs and materials
TOTAL					1920	

* While not included in the 12-14 week schedule this work is critical to the long-term success of the program and should be done at a time when the cooperatives have functioned for a sufficient period of time to be able to use the information productively.

Annex 1: Final Training Design

Design for Mining Cooperatives Training

DAY 1	Getting Started
9:00-9:30	Opening (PDA staff—welcome-overview of training purpose-introduce facilitators)
9:30-10:00	Objectives Ground Rules Parking Lot
10:00-10:15	Count off by 8, form small groups-get chairs, benches in circle formation for each group-tell them that they will be working in this group for the next 3 days Have each group select a scribe and a name for their group
10:15-12:15	Getting Started Exercise-shields Distribute ½ page of flip chart paper to each person. Place markers and colored chalk in center of group. Facilitator should demonstrate by doing a personal example before the group. <ul style="list-style-type: none"> • Upper left space: A symbol/thing that represents me • Lower left space: Something I hold dear to my heart, (cherish or treasure) • Upper right space: Something I do well and that I like to do • Lower right space: Something I wish other people would do more of 15 minutes to create: 2 minutes per person to share
11:00-11:15	Break-Work this in around creating shields
12:15-1:00	Small Group Discussion and report out: Task: Give them 10 minutes to list their expectations for the training Each group gets 3 minutes to share their list Facilitators review lists noting similarities and making clear which expectations will be dealt with during the training and which will not be covered
1:00-2:00	Lunch
2:00-3:00	Small group discussion and report out: Have each group discuss and record their responses to the following questions on the flip chart <ol style="list-style-type: none"> 1. What in your mind is a cooperative? 2. Why did you decide to join this cooperative? After the report outs are completed get the group to agree on the response to item 1 above.
3:00-3:15	Break
3:15-3:45	Small group discussions: Have each group discuss and list on the flip chart <ol style="list-style-type: none"> 1. What resources they bring to the cooperative, e.g., skills, experience, commitment, connections to others that could be useful to cooperative's work, money, time, etc. 2. How they will use these resources to help the cooperative prosper and grow
3:45-4:15	Have each small group report out to the total group. Give each group 3 minutes to report and ask them to not repeat what other groups have listed and only add what was different on their group's list. Facilitators should use the group lists to summarize briefly.

DAY 1	Getting Started
4:15-5:30	<p>Small group discussions and report outs: Task: List 8-10 guidelines/operating principles to guide the operation of the cooperative, e.g., no cheating, no drugs/alcohol on the job, completing work on time and with quality, leadership responsibilities, responsibilities to other members, etc.</p> <p>Each group reports out and the facilitators help them to compile a list of 10-15 guidelines (less if possible) that they can all agree are essential to the success of the cooperative and which they can support</p> <p>Someone from each cooperative should keep a list of the final guidelines for future use</p>
<p>Remember to get participants up and moving when they appear to be getting tired, restless, inattentive.</p> <p>At about 12:45 each day PDA will come to give out allowances for participants.</p> <p>Keep track of the number of participants who do not return after lunch.</p>	
5:30-5:50	<p>Needs Assessment-Make clear about how follow-up will work when and if funds are available (e.g., 12 weeks, one day per coop per week)</p> <p>Use flip chart and one envelop of beads to explain the values of the different colored beads and the voting process. Value of beads: Red bead=10 points; White bead=8 points; Blue bead= points; Green bead=3 points; Purple bead=1 point</p> <p>Explain each poster briefly and ask participants what other topics they would like to have posted. Make posters for up to 4 additional topics they suggest (just use words don't worry about pictures unless the topic is easily drawn).</p> <p>Be sure to get back the plastic envelopes. Facilitators should count the total number for each topic and write the topic and the number down and give it to Kate or Gloria</p> <p>Before the next cooperative training session starts place the beads in the plastic envelopes as they were before the voting</p>
5:50-6:00	Wrap-up
6:00-7:00	De-brief Session

DAY 2	How We Will Work in this Cooperative
9:00 – 12:00	Small group discussions and report outs:
Note: schedule and AM break as appropriate	<p>Task: Develop bye-laws/policies and list on flip chart</p> <ol style="list-style-type: none"> 1. Have each small group list (on the flip chart) all of the tasks, things that must be done in order for the cooperative to be a success. Then get short reports from each group and using their lists, identify the tasks necessary to do the work. 2. Then assign each small group one of the identified areas of work and develop any bye-laws/policies they think are needed to have their cooperative be a success. If groups have listed other work/tasks that are not on the list below then select tasks in which they are most interested. The list below is a suggested list only—participants may come up with other ideas, use their ideas whenever possible. <ol style="list-style-type: none"> a. define all jobs listed in the previous work—what are they, who does what

DAY 2	How We Will Work in this Cooperative
	<ul style="list-style-type: none"> b. how are decisions made: by all, by the management committee with or without members approval, what decisions must have member input, which decisions can the management committee make without member input c. remuneration, who gets paid what amount, when are they paid and by whom d. consequences of not completing assigned tasks; violations of the cooperative's bye-laws/guidelines/policies -consequences for specific acts e. time management: starting time/stopping time i.e., length of work day f. rotation of roles vs. no rotation, i.e., management committee, other committees or roles g. managing the cooperatives profits—savings, social welfare, loans etc. h. what are the responsibilities of the cooperative to its members and what are the responsibilities of the members to the cooperative i. others as suggested by the group <p>Have each small group report their bye-laws/policies and get general agreement on these. If it appears that there is a lot of disagreement on any rule, ask them to put it aside for now and plan on a future time to resolve the differences.</p>
1:00-2:00	Lunch
2:00-300	<p><i>NOTE: do this activity <u>only</u> if the group has developed a rule/policy that is in conflict with the official Bye-Laws. If there are no conflicts then move on to the next activity. If there are conflicts then deal only with the specific item.</i></p> <p>Review official Bye-Laws by summarizing main points and comparing to what they have created as operating guidelines/rules of work. Resolve differences between the "official" bye-laws and their own set of guidelines/policies/rules</p>
3:00-3:15	Break
3:15-5:15 10 minutes 20 minutes	<p>Developing a vision for the next 6 months</p> <p>Introduce the concept of "vision" See FN 1.0. Give them some examples of a vision statement, e.g., "Sierra Leone in 2025/Sweet Salone/United People, Progressive Nation, Attractive Country"</p> <p>In their small groups, give each person a sheet of A4 paper and have markers/chalk available. Each person should think about where they would ideally like to see the cooperative in six months and draw a picture of what would be happening in the cooperative if their dream were to be achieved. The picture should present how the cooperative would look, what people would be doing if everything went very well.</p>
30 minutes	<p>Then give each small group a sheet of flip chart paper and have each group member place their individual picture on the flip chart page in relation to everyone else's vision. Ask them to do this without talking to one another. Then have the group write a sentence or two that captures what the final picture shows-their vision statement</p>
30 minutes	<p>Have each small group display their group picture and their vision statement. Help the total group agree on a vision statement by asking them what common themes they see in each small groups work and the ideas that are different. Then assist them in writing one or two sentences that incorporates the common themes and the differences. Make sure there is consensus on the final statement—use fist to five to be sure</p>
6:00-7:00	De-brief Session

Day 3	Developing an Action Plan to Achieve Their Vision Through Their Goals
9:00-10:00	<p>Talk for a few minutes about the importance of setting goals and give some examples of good goal statements (e.g., <i>In 2007 no Sierra Leonean goes to bed hungry.</i>) Show and explain the SMART principle. Then in their small groups have each group list the 3 most important goals/objectives for the next 6 months (important =</p>

	goals/objectives that will help them achieve their vision) and list them in priority order on the flip chart. Facilitators will have to work closely with the small groups as this activity is critical to the successful outcome of the training. Have each small group present their 3 objectives and then assign one objective to each small group.
10:00-12:00 11:00-11:15 Break	Each small group works on one goal/objective and develops a detailed action plan. Go over the steps of creating an action plan--use the handout and the flip chart to do this. Give the groups flip chart paper and markers. Tell them they have 1 ½ hours to do this. Have each group select an Action Plan Coordinator and an Assistant APC. Explain that the APC will monitor progress on the action plan and make necessary changes. Tell them that PDA will also monitor their progress on the action plan and if in the future loan funds should become available then succeeding with these action plans will be very convincing to lenders.
12:00-1:00	Have each small group present the goal/objective their group worked on and their action plan. Give each group 10-15 minutes to present their plan and then allow 5 minutes for questions/comments
1:00-2:00	Lunch
2:00-3:30	Continue presentations until all groups have presented their plan
3:30-3:45	Break
3:45-5:45	Help the total group to pull the action plans together so that there is an overall sequence of activities and get their commitment to follow through
5:45-5:50	Discuss what they can do when things don't go as planned and hoped for. OR Use this time to respond to any issues that were raised and which you asked them to hold on to, e.g., the "parking lot" items
5:50-6:00	Evaluation: Follow directions on evaluation sheet we developed. Be sure to collect the flip charts from this work and do any translation into English that is needed and give them to Kate or Gloria. Closing: Do what you think is appropriate.
6:00-7:00	De-brief Session

Annex 2: Master Trainers Schedule

Master Trainers Action Plan			
Team A: Alie B., Joseph, Samuel, Edmond, Kadiatu			
Team B: Charles, Aiah, Ahmid, Mohamed, Abie			
Day	Date	Team A	Team B
Sunday	18 July-04	Day Off	Meet at PDA office (5PM) for transport to Tombodu
Monday	19 July-04	Open training of Brave Hearts at TNA, Koidu	Open training of Benkoma Coop at Tombodu
Tuesday	20 July-04	Continue training at TNA, Koidu	Continue training at Tombodu
Wednesday	21 July-04	Close training at TNA, Koidu	Close training at Tombodu and transfer to Tefeya

Thursday	22 July-04	Open training of Swemayah at TNA, Koidu	Open training of Dhinjima at Tefeya
Friday	23 July-04	Continue training at TNA, Koidu	Continue training at Tefeya
Saturday	24 July-04	Close training at TNA, Koidu and collect expenses	Close training at Tefeya, transfer to Koidu and collect expenses
Sunday	25 July-04	Meet at PDA office (5PM) for transport to Peyima	Day Off
Monday	26 July-04	Open training of Payee Miners at Peyima	Open training of Sandor Diamond Miners at TNA, Koidu
Tuesday	27 July-04	Continue training at Peyima	Continue training at TNA, Koidu
Wednesday	28 July-04	Close training at Peyima and transfer to Koidu	Close training at TNA, Koidu
Thursday	29 July-04	Travel to Freetown	Travel to Freetown
Friday	30 July-04	Close out for YRTEP	Close out for YRTEP
Saturday	31 July-04	Day Off	Day Off

Master Trainers Action Plan

Team A: Alie B., Joseph, Samuel, Edmond, Kadiatu

Team B: Charles, Aiah, Ahmid, Mohamed, Abie

Day	Date	Team A	Team B
Sunday	1 August-04	Day Off	Day Off
Monday	2 August-04	Day Off	Day Off
Tuesday	3 August-04	Travel to Kono	Travel to Kono
Wednesday	4 August-04	Meet at PDA Office (5 PM) for transport to Yengema	Day Off
Thursday	5 August-04	Open training of Danayah at Yengema	Open training of Sandor Mining Coop at TNA, Koidu
Friday	6 August-04	Continue training Danayah at Yengema	Continue training at TNA, Koidu
Saturday	7 August-04	Close training at Yengema and transfer to Koidu. Collect expenses	Close training at TNA, Koidu and collect expenses
Sunday	8 August-04	Day Off	Day Off
Monday	9 August-04	Open training of Mortatay Diamond Miners at TNA, Koidu	Open training of Koakoyima diamond Miners at Koakoyima
Tuesday	10 August-04	Continue training at TNA, Koidu	Continue training at Koakoyima
Wednesday	11 August-04	Close training at or Mortatay at TNA, Koidu	Close training at Koakoyima and transfer to Sewafeh
Thursday	12 August-04	Open training of Demamah Miners at TNA, Koidu	Open training of Nimiyama Miners Coop at Sewafeh
Friday	13 August-04	Continue training at TNA, Koidu YRTEP	Continue training at Sewafeh
Saturday	14 August-04	Close training of Demamah at TNA, Koidu and collect expenses	Close training at Sewafe, return to Koidu and collect expenses

Annex 3: Evaluation Summary

Summary Of Evaluation Comments From First Six Cooperatives

Note: similar or identical responses are indicated by the number following the response

1. Thinking about your cooperative what was the most useful thing you learned in this training?

Learned that a coop is a business organization for improving the living standard of a community as a whole.

For a coop to work effectively the following must be present: Transparency, Commitment, Honesty, Accountability

Honesty, Transparency, Accountability, Transparency were mentioned on nearly every list

A coop is a business organization-4

Through unity coop members can achieve their goal

How to develop an action plan-5

A coop is a business organization that seeks the welfare of its members and develops their community

Taught us about coops

Learned how to build our nation e.g using visions

Learned that all actions within coop need to be transparent

Learned that we all have to be committed to the coop

How to manage a coop

How to form a coop

When & how to prepare a vision statement

Learnt that it is important for members to be transparent in all coop activities

To maintain transparency & accountability among all coop members

To distribute profits among members equally

To have a vision for the success of the coop

To have rules/bye laws for the coop

As a coop it is important to have a vision

As a coop it is important to have unity

As a coop it is important to have rules & regulations/work rules

Transparency & accountability e.g. money spent, money left and profit sharing

Management of our resources to develop this coop

The knowledge of raising funds

The knowledge of proper planning

How to develop a cooperative

How to manage time-2

Benefits of a cooperative

How to do an activity plan

The value of transparency in business/life

How to listen, listen, listen even when I think the speaker is wrong or dull

I will use to discuss in our group and attend meetings on time, pay dues to improve the success of the coop

Group discussions

Attend meetings on time

Paying dues on time

Obey the regulations and the bye-laws of the coop

Management which has to do with time, transparency, accountability, diligence, honesty, tolerance etc.

Concerns about community development

The vision of the coop tells us how our coop will be in the next 6 months

Action plan: by this plan we will achieve our goal

Vision of the coop and vision statement-dreams of the coop

Developing an action plan-4

How to develop a good goal statement, a vision and also an action plan

That with similar training, we will be able to build a very good capacity for the management of our coop

Without a clear plan it will be difficult to stay on our path

Unity brings development

Action according to a good plan makes you achieve your goal

A Coop is a form of business that brings profit to its members

A coop is a business organization geared towards profit making with honest, committed and trustworthy people-6

Time is a precious resource in planning, commitment and trust

Collective responsibility/planning yields good results, e.g., working together as a team

For a goal to be a good goal statement it must match with the SMART principle

2. How will you use this new learning to improve the success of your coop?

Holding general meetings, organizing working groups, mobilization, sensitization and unity amongst all the members

Unity amongst all the members

After the training we will meet together with all the members & start working on the new ideas we have acquired

To unite and work actively in order to improve the success of our coop

The action plan will help us plan properly how to carry out activities and help us to be on the right course

Members of the coop society should be united, should trust and all activities should be transparent and accountable

To make sure we implement what we learned e.g. implementation of agricultural construction

Use this new learning to achieve our goals by putting it to practical use
By putting what we have learned in to practice
We will use this new learning to ensure that transparency and accountability prevail amongst all coop members
To put what we learned into practice
Always attend meetings on time
Whatever the plan of action agreed on and made members must follow the plan.
Apply transparency & accountability in the coop and so others may copy from our coop
Ensure that shares & profits are distributed equally & fairly
We will achieve success by implementing our action plan
Try to implement the new skills and knowledge
Paying dues on time will be important-3
Active participation in the coop's affairs
Using fund raising activities to build the coop
I will listen, listen listen to promote awareness
With these new skills the coop will move forward by implementing appropriately each one of the essentials
Active participation will help us reach our common goals
By being committed and being our brother's keeper
To be punctual
To ensure transparency and accountability -2
We will use it to demonstrate and serve the coop and manage it efficiently
We shall always develop an action plan for any task we have at hand-2
To put into practice what we have learned such as loyalty, unity, transparency, accountability, equity etc.
To bring together our people to help develop their livelihood and make them self-reliant
By making sure that we always consider time when we are planning and fulfill our commitments
Through implementation and positive actions e.g., by doing the activities set for your goal
We need more follow-up training to give us more ideas-3
We will delegate duties to every member of the coop-2
As a business we will work in unity, apply transparency and accountability in all financial transactions and draw up our action plans to serve as our guide
I will henceforth desist from single mining and advise the community to come together to form a coop for the benefit of all
To improve the success of the coop by setting a vision and good goals and objectives
By working together as a team

